

# Blackley Village Manor Nursery

1027 Rochdale Road, Manchester, Lancashire, M9 8AJ

## Inspection date

29/01/2014

Previous inspection date

21/03/2011

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

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How well the early years provision meets the needs of the range of children who attend	4
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## The quality and standards of the early years provision

### This provision is inadequate

- There are inconsistencies with practitioners' knowledge and understanding of how to report safeguarding concerns and the nursery's whistle-blowing policy and procedure.
- The safeguarding policy and procedure does not include an explanation of the use of mobile phones and cameras in the nursery.
- The key person system is not well embedded. As a result, children's emotional well-being is not being adequately supported.
- Educational programmes do not cover the seven areas of learning and do not provide interesting activities. Assessments of the children's age and stage of learning are not being carried out. As a result, children are not being challenged and not enough children are working within the typical age and stage of learning.
- Practitioners have a limited understanding of the learning and development requirements. As a result, this is having a significant impact on children's progress, particularly those who are underachieving.
- Systems for monitoring practice, educational programmes and assessment are not yet established. As a result, quality of teaching is poor and gaps in children's learning and development are not being identified, therefore children are not making progress.

### It has the following strengths

- The indoor and outdoor environment of this nursery is adequately resourced.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in the indoor and outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation records of the children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day of the inspection.

## **Inspector**

Suzanne Fenwick

## **Full report**

### **Information about the setting**

Blackley Village Manor Nursery was registered in 2003 and is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is owned and managed by Village Manor Nurseries Limited and provides care for children from the local community and further afield. It is situated in a converted private dwelling in north Manchester. Children have access to the basement, three rooms on the ground floor, two rooms on the first floor and a secure outdoor play area. The nursery also offers before and after school care during term times.

The nursery is open each weekday between 7.30am and 6pm, all year round, with the exception of Bank Holidays. Children attend on a full- and part-time basis. The before school session is from 7.30am to 8.45am and the after school session is from 3.30pm to 6pm. There are currently 64 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It cares for children with special educational needs and/or disabilities. A total of 10 staff work directly with the children. Of these, one holds an appropriate early years qualification at level 5, seven hold level 3 and two hold level 2.

### **What the setting needs to do to improve further**

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice with a completion date of 20 March 2014 requiring the provider to:

ensure that all staff are trained to understand the nursery's safeguarding and whistleblowing policy and procedures, and have an up-to-date knowledge of safeguarding issues

ensure that regular staff appraisals are carried out on all staff including senior members of staff. These should include systems for monitoring practitioners to ensure that the quality of teaching is consistent across the nursery and educational programmes are being delivered to meet the individual needs of all children.

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- include an explanation on the use of mobile phones and cameras in the safeguarding policy and procedure
- have and implement a behaviour management policy, and procedures. A named practitioner should be responsible for behaviour management in every setting. They must have the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary
- develop the key person system to ensure that children are provided with plenty of opportunities to establish secure bonds and attachments with practitioners to support their emotional well-being
- introduce educational programmes that cover the seven areas of learning and provide interesting and challenging activities for the children to ensure they remain enthusiastic and engaged throughout the sessions
- introduce systems for observation and assessment which enable practitioners to plan and shape learning experiences for each child to meet their individual needs and interests and support them to make progress and close gaps in learning
- ensure staff undertake the progress check at age two by reviewing children's progress and providing parents with a short written summary of their child's development
- ensure practitioners have a good understanding of the learning and development requirements to enable them to support the children to make progress and close

gaps in learning, particularly for children who are underachieving, in order to prepare them for their next stage in learning and school.

**To further improve the quality of the early years provision the provider should:**

- develop strategies for engaging parents in their children's learning and development and begin to support the child's learning at home.

**Inspection judgements**

**How well the early years provision meets the needs of the range of children who attend**

The indoor and outdoor environment of this nursery is adequately resourced. There are areas of provision set up for the children in each room. For example, a group of toddlers enjoy messy play where they have the opportunity to experiment with cornflour and fill and empty with a variety of different containers. As a result, children are able to develop their senses and explore texture. However, practitioners spend most their time supervising children's play and do not take this opportunity to extend or enhance children's learning experience. There are many opportunities throughout the sessions for the children to play freely and select from those resources which have been made available to them. For example, in the baby room there is a sensory area with a range of different materials for the babies to freely explore. However, the provision for older children is currently under development and is disorganised, which does not enable children to independently select resources for themselves. As a result, children are not being encouraged to make choices for themselves.

Each child has a 'learning journey' which should contain observations and assessments of the children's learning and development. However, there are inconsistencies regarding the amount and quality of information recorded. Some practitioners understand the importance of carrying out observations and are recording these while the children play. However, they are not using this information effectively to plan challenging and existing educational programmes and activities which cover the seven areas of learning and which meet the children's individual interests, needs and support them to make progress. As a result, children are not being adequately stimulated and not enough children are working within the typical range of development expected for their age. Adult-led activities for the older children introduce them to phonics, colours and numbers. However, these are often pitched too high for this age group, and as a result, some children become distracted and lose interest. There are inconsistencies in the practitioners' understanding of the seven areas of learning and development and how to promote children's learning experiences. As a result, teaching across the nursery lacks focus and is not matched to the children's needs, and children are frequently disengaged. There is a lack of initial and ongoing assessment of the children's learning and development. Practitioners have not effectively implemented the requirement to carry out the progress check at age two. The systems for tracking children's progress are very weak and inconsistently completed by practitioners throughout the nursery. As a result, gaps in individual and groups of children's learning

and development are not being identified effectively and are showing little signs of closing.

Practitioners share the observations which they have recorded with parents on a regular basis, and through daily talks they provide parents with information on the activities which their child has been involved in. However, strategies for engaging with parents about their child's learning and development are weak and there are no systems in place for providing support for parents to assist their child's learning at home. As a result, children are not well prepared for their next stage in learning and school.

### **The contribution of the early years provision to the well-being of children**

The provider is effectively meeting ratios across the nursery, however, the deployment of practitioners is not always effective. As a result, the children are not benefiting from regular contact with familiar practitioners. There is a key person system in place, however, this is not effective in meeting the needs and emotional well-being of all children. Due to changes in the staffing arrangements and the use of agency staff some children do not currently have regularly access to their key person, as a result, they are not able to develop appropriate bonds and attachments. Parents are aware that there is a key person system in place, however, some are uncertain as to the role and responsibility of the key person and are unsure who their child's key person is. Practitioners demonstrate that they care for the children and comfort them with cuddles and kind words when they are unsettled. However, children are not being supported to develop the necessary skills to manage and understand their own feelings and emotions, as a result, many of the children become unsettled throughout the day.

When children start at this nursery, parents are encouraged to share information about the child's individual needs and routines in an 'all about me' booklet. In addition to this, information about individual children's health requirements, allergies, special dietary needs and food preferences is effectively gathered from parents on the registration form. As a result, practitioners are able to support children's care needs. Children are provided with a range of healthy meals and snacks throughout the day which are prepared by the nursery cook. However, the organisation of mealtimes limits opportunities for children to fully develop independence and self-help skills. Practitioners oversee mealtimes, however, they do not adequately use this opportunity to develop children's social skills or promote relationships. Children have access to an outdoor area where they are able to benefit from daily fresh air and exercise. However, practitioners are not adequately supporting the children to develop their own understanding of the importance of a healthy diet and physical exercise. Children are developing skills to manage their own personal hygiene and older children go to the toilet and wash their hands independently.

Children benefit from a settling-in process which is tailored to meet their individual needs. Parents are invited to attend various sessions with their child, during which time they meet with the practitioners and are able to spend time engaging in activities and playing with their child. Parents express they are happy with the support they received during their child's transition into nursery. Children in this nursery are confident and comfortable with the practitioners and visitors. Children tend to play alongside each other, however, practitioners are not supporting older children to learn and play together. As a result,

children are not always behaving appropriately for their age. Behaviour is not consistently well managed throughout the nursery. As a result, some children are not engaged with activities, which leads to a disorderly and chaotic environment where children's emotional well-being and learning are hindered. Children are not encouraged throughout the session to tidy up after themselves. As a result, the nursery becomes very untidy and children are not taking responsibility for their environment and are not taking ownership of the resources and equipment. As a result, children are poorly prepared for their transitions within the nursery and to school.

### **The effectiveness of the leadership and management of the early years provision**

The inspection was prioritised following concerns being raised about the provider's ability to safeguard the children. The nursery has a safeguarding policy and procedure that meets the requirements of the Early Years Foundation Stage. The new manager is the designated safeguarding officer for this nursery and is aware of the appropriate procedures to follow should a child protection concern arise. However, there are inconsistencies with the practitioners' knowledge and understanding of how to implement the safeguarding policy and procedure, including action to be taken in the event of an allegation being made against a member of staff, in particular members of the management team. The safeguarding policy and procedures do not contain an adequate explanation of the use of mobile phones and cameras in the nursery. These significant weaknesses in practice are breaches in the safeguarding requirements of the Statutory framework for the Early Years Foundation Stage and are also breaches of the requirements of the Childcare Register.

The manager carries out regular risk assessments and daily checks of the indoor and outdoor environment, including fire exits, equipment and resources available and removes or minimises any risks. As a result, the premises are now safe and secure. There is a sound recruitment and selection process in place and appropriate checks are carried out on all adults who work directly with the children to ensure they are suitable, including fully assessing employment history and following up appropriately sourced references. The provider is clear about their responsibilities for making sure practitioners continue to be suitable to work with children. There is a disciplinary procedure in place for dealing with poor performance and gross misconduct. The provider has demonstrated that they are aware of how to appropriately deal with allegations against members of staff. There is an induction procedure in place for new practitioners, which ensures they are aware of the emergency evacuation procedures and their role and responsibilities. However, this is not always effective, with inconsistencies in practitioners' knowledge and understanding of the key person role. There are now systems in place for the manager to carry out regular staff appraisals and the provider to carry out appraisals of senior members of staff. As a result, training and development needs and areas of concern can be identified.

The new manager has a sound knowledge and understanding of the Early Years Foundation Stage framework and her responsibility in meeting the learning and development requirements. However, there are currently no systems in place for monitoring the quality of teaching and learning across the nursery. As a result, the

children are not making adequate progress and gaps in learning are not closing. Systems for monitoring practitioners is not yet established. As a result, individual training needs are not being adequately identified and practitioners have not been accessing required training courses. Self-evaluation is not yet effective and does not take into account the views of the practitioners, parents or children. Parents spoken to express their satisfaction with the service provided. They state that practitioners are helpful and friendly and meet their children's care needs well. Parents feel that they are kept well informed about their child's experiences at nursery. Partnerships with external agencies have recently been established, as a result, the special educational needs coordinator is now being guided on how to effectively support children with special educational needs and/or disabilities who attend the nursery.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- the registered person must ensure that children receiving childcare are kept safe from harm (compulsory part of Childcare Register)
- the registered person must ensure that children's behaviour is managed in a suitable manner (compulsory part of Childcare Register)
- the registered person must ensure that children receiving childcare are kept safe from harm (voluntary part of Childcare Register)
- the registered person must ensure that children's behaviour is managed in a suitable manner (voluntary part of Childcare Register).



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY263735
<b>Local authority</b>	Manchester
<b>Inspection number</b>	948805
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	42
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Village Manor Nurseries Ltd
<b>Date of previous inspection</b>	21/03/2011
<b>Telephone number</b>	0161 203 5855

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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